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ABSTRACT

Orientation in this report refers to the various adjustment processes that students need to make to function effectively within a postsecondary institution. The major aim of the study was to obtain an outline of the range of problems encountered by respondents at Flinders University in a 1975 questionnaire survey of their adaptation to the university environment. Additional aims were (1) to obtain these students' recommendations of methods that could alleviate transition difficulties, and (2) to obtain an evaluation from these people of the role that could be served by orientation camps in assisting the adjustment process. Questionnaires were mailed to 664 students and replies were obtained from 391. There were three areas of inquiry: an evaluation of the orientation camps, a description of the main adjustment difficulties, and respondents' suggested approaches for improvement. Details of the responses are included in the report. (LBH)

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FIRST YEAR UNIVERSITY STUDENTS' ATTITUDES TOWARDS THE ORIENTATION PROCESS.

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The Health and Counselling Service,
Flinders University, 1975

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~I hear
and I forget
I read
and I remember
I do
and I understand~

INTRODUCTION

The term "orientation", throughout the ensuing discussion, will refer to the various adjustment processes which students need to make in order to function effectively within a tertiary insituttion. In adapting from the secondary school level of education to that of the tertiary system, students are faced with a series of emotional, social, intellectual and personal changes which have come to be denoted by the term "transition adjustments".

That this process of transition is not easily accomplished by the majority of new students is a reality which few people would deny. However, the accurate assessment of the different needs which must be met in order to survive such a process, and the design of appropriate methods to accommodate these needs, represents an area of enquiry which remains fraught with conflicting opinions, at times, with indifference.

The latter attitude to the concept of orientation is perhaps the most distressing, and is typically expressed in the following manner. "Perhaps adjusting to tertiary education is difficult, but most students seem to have survived to this date without any specialized assistance, so why not leave things as they are?" Even harsher than this breed of complacency, is the attitude governing the following type of statement. "University students are supposed to think and behave like adults, and easing them into this environment serves only to molly-coddle; if students cannot cope with transition pressures, then they are not suitable for university".

Hopefully, the 'trial by ordeal' approach which is implicit in the above-stated attitudes will never constitute a university's method of orientation. Avoiding responsibility in the area of transition contradicts the notion of education, for the failure to provide an adequate orientation programme can serve only to obstruct the potential education experience.

If a tertiary institution is genuinely concerned to maximize the opportunity for its population to benefit from the education being offered, then it will also be concerned to remove early obstacles to the attainment of such an end. It will, therefore, regard the orientation process as an integral part of a total system of education - as an education in itself.

THE AIMS OF THIS STUDY

Numerous and lengthy discussions regarding orientation procedures have pervaded this campus since its inception. Unfortunately, there has been little statistical information concerning the new student's beliefs about the transition process. As an initial enquiry in this direction, a questionnaire was mailed in July, 1975 to all students for whom 1975 represented their first year in an undergraduate course at Flinders University.

The major aim of this study was to obtain an outline of the range of problems encountered by these respondents in their adaptation to the university environment. Additional aims were:

(a) to obtain these students' recommendations of methods which could alleviate transition difficulties,

and

(b) to obtain an evaluation from these people of the role which could be served by orientation camps in assisting the adjustment process.

A SUMMARIZED DESCRIPTION OF THE STRUCTURE OF THE QUESTIONNAIRE

Questionnaires were mailed to 644 students and replies were obtained from 391 individuals. This represented a response rate of 60.7%. All replies remained anonymous as it was hoped that this would

encourage more honest and spontaneous responses. The only related requirement prescribed respondents to indicate whether or not they had attended an orientation camp in 1975, and if they had done so, to cite its location. The majority of the questions permitted more than one response as it was considered that there could not be expected any single answer in these instances.

The questionnaire itself encompassed three main areas of enquiry. Firstly, an evaluation of the orientation camps conducted in 1975 was required, and this section was answered only by those respondents who had attended these camps. The second section entailed a description of the main adjustment difficulties experienced by these students, whilst the third group of questions sought these respondents' suggested approaches to overcoming the problem of orientation. The latter two sections were answered by all respondents.

The purpose of this differentiation was to determine whether or not the orientation process had varied where students had or had not attended a camp. It will become apparent that isolated differences emerged in relation to the responses of those students who had participated in such camps and those who had not participated. There were certain differences too, between the responses of the Nioka and Macclesfield camp participants.

RESULTS

A. Respondents' evaluations of the orientation camps conducted in 1975

The underlying purpose of the questions which constituted this section of the questionnaire was to determine the respondents' opinions of the ideal value of orientation camps, and of the obtained benefits of the camps attended by them.

Four main types of benefits - namely, social, personal, academic and ideological - were outlined and respondents were able to denote one or more of these as being important to an orientation camp. They were requested also to indicate whether or not the camp which they attended had been valuable in any of these four areas. "Social" benefits were described as involving the opportunity to form friendships and/or acquaintanceships with other students. "Academic" benefits referred to the provision of course-related information and methods of approaching study. "Ideological" benefits concerned the discovery and/or broadening of the individual's knowledge of a range of philosophies. "Personal" benefits related to any increase in self-awareness and self-understanding. The responses to this section are described in Tables 2a and 2b. It will be noted that significant differences of opinion were held between the Nioka and Macclesfield camps' participants regarding the benefits which they believed they had derived from the experience provided by each camp. Differences also emerged between the benefits obtained in this manner and the benefits which were considered as desirable. Tables 2a and 2b are preceded by a description of the responding population.

TABLE 1 DESCRIPTION OF THE RESPONDING POPULATION

Students who attended an orientation camp		Students who had not attended an orientation camp	Total
Nioka	Macclesfield		
7%	11%	82%	100%

TABLE 2a BENEFITS DERIVED FROM ATTENDING AN ORIENTATION CAMP

	Social	Personal	Academic	Ideological	None
Nioka	44%	52%	16%	72%	8%
Macclesfield	92%	44%	20%	76%	0%
TOTAL	136%	96%	36%	148%	8%

TABLE 2b BENEFITS CONSIDERED TO BE IMPORTANT IN AN ORIENTATION CAMP

	Social	Personal	Academic	Ideological
Nioka	72%	20%	32%	32%
Macclesfield	84%	52%	60%	56%
TOTAL	156%	72%	92%	88%

In order to obtain a more precise indication of the respondents' opinions of the 1975 orientation camps, an outline of the strengths and deficiencies of the particular camp attended was requested. No definitive structure was provided for this question in order to elicit more subjective reactions. The resulting responses appear in Table 3. Although these have been categorized, the closest approximation to the original wording of each statement has been applied throughout. Many of these categories were cited by both groups of respondents, but the applicability of these to the separate camps is significantly different.

Respondents were also requested to denote the main value of the orientation camp. Again, responses were not defined yet these students expressed very similar opinions, and the degree of importance attached by them to such benefits was almost identical for both the Nioka and the Macclesfield groups. Having defined the essential value of the orientation camp, respondents were requested subsequently to indicate whether or not the camp which they had attended had provided such benefits. Table 4 delineates the responses to these questions. It is apparent that the main value of the orientation camp, for these respondents, was that of meeting other students and this was felt to have been achieved by both groups of respondents in the camps attended by them. Ranking as second in importance, was the opportunity to determine the major aspects of adaptation to university life. None of these respondents felt that the experiences provided by the 1975 camps had achieved the latter goal, although approximately 30% in each group indicated that such a benefit had been partially attained.

TABLE 3 RESPONDENTS' EVALUATIONS OF THE ORIENTATION CAMPS ATTENDED

STRENGTHS				WEAKNESSES			
NIOKA	%	MACCLESFIELD	%	NIOKA	%	MACCLESFIELD	%
- freedom of thought	40	- camp site and facilities	60	- political indoctrination by seniors	56	- lack of practical activities	20
- opportunity to meet others	24	- seniors' contributions	28	- poor organisation	32	- too few freshers	16
- informality	20	- freedom of thought	24	- inadequate academic guidance	20	- poor organisation	12
- resource persons	20	- entertainment	24	- lack of practical activities	20	- political indoctrination by seniors	12
- camp site and facilities	12	- friendliness	20	- lack of entertainment	20	- lack of senior-fresher co-operation	12
- opportunity for relaxation	12	- resource persons	20	- poor camp site and facilities	16	- resource persons	8
- entertainment	12	- opportunity for relaxation	20	- resource persons	12	- poor camp site and facilities	8
- discussions and group work	8	- organization	16	- excessive use of alcohol and 'pot'	4	- excessive use of alcohol and 'pot'	4
- friendliness	4	- opportunity to meet others	8	- too few freshers	4	- lack of entertainment	4
- organization	4	- discussions and group work	4				

TABLE 4 MAIN VALUE ASCRIBED TO ORIENTATION CAMPS AND RESPONDENTS' OPINIONS OF THE DEGREE TO WHICH THIS WAS FULFILLED BY THE CAMP WHICH THEY ATTENDED

Camp attended	Main Value	%	Achievement of this		
			Achieved	Not Achieved	Partly Achieved
Nioka	1) meeting other students	72	32	12	28
	2) finding out all aspects of coping with university	32	0	4	28
	3) experience of new ideologies	16	4	8	4
	4) first stage of integration into university life	16	0	8	4
	5) course and study skills information	12	0	4	8
	6) reducing apprehension about university by providing information about its functions etc	8	0	8	0
	7) meeting university staff	4	4	0	0
	8) relaxation prior to study	4	0	0	4
	9) initiating "political awareness"	4	4	0	0
Macclesfield	1) meeting other students	48	28	0	20
	2) finding out all aspects of coping with university	32	0	0	32
	3) first stage of integration into university life	32	16	4	12
	4) reducing apprehension about university by providing information about its functions etc	20	0	0	20
	5) relaxation prior to study	8	0	0	8
	6) course & study skills information	8	0	0	8
	7) experience of new ideologies	4	0	0	4
	8) meeting university staff	4	0	0	4

TABLE 5 EXPRESSED REASONS FOR DISSATISFACTION WITH CAMP ATTENDED

Nioka respondents %	REASON	Macclesfield respondents %
0	(1) too much organization	4
40	(2) too little organization	20
4	(3) too much control of activities by seniors	4
16	(4) too little control of activities by seniors	20
24	(5) poor camp facilities	16
4	(6) too expensive	4
16	(7) inadequate attendance by new students	32
	(8) other reasons	
36	a. political indoctrination by seniors	12
4	b. inadequate resource persons	0
4	c. senior-fresher separation	4
4	d. inadequate recreational activities	4
0	e. inadequate introduction to practical realities of university life	4

Where respondents had indicated that the camp which they had attended had failed to provide experiences relevant to adjusting to the university environment, they were requested to describe their reasons for feeling dissatisfied. The above table depicts these reasons. For the Nioka group of respondents, the chief source of aggravation concerned an expressed lack of organization. Whilst these students had appreciated the atmosphere of freedom pervading this camp, they expressed dissatisfaction with the lack of direction and predictability in their daily activities. The Macclesfield camp participants expressed similar opinions, but to a lesser degree than their counterparts in the Nioka situation.

The final section of the camp-specific questions was concerned with obtaining the respondents' notions about the structure of an orientation camp. Responses were not defined and these are described in Table 6. All respondents completed this question.

TABLE 6 ACTIVITIES SUGGESTED FOR INCLUSION AND EXCLUSION IN AN ORIENTATION CAMP PROGRAMME

	INCLUSION	%	EXCLUSION	%
Nioka respondents	sport and recreational	80	political indoctrination	20
	social	36	excessive drinking	16
	discussions conducted by resource persons	32	too much free time	16
	discussions on wide range of topics	24	'pot' smoking sessions	16
	academic and study skills guidance	8	organized sport and recreational	12
	free time	4	pedantic lectures	12
	'pub' visits	4	lack of organized programme	8
	debates	4		
	discussions about university politics	4		
Macclesfield respondents	sport and recreational	44	pedantic lectures	20
	organized group work	36	excessive drinking	20
	social	32	too much free time	16
	discussions conducted by resource persons	24	political indoctrination	16
	discussions on all aspects of university life	18	organized recreation	12
	'pub' visits	16	organized sport	12
	free time	8	'pot' smoking sessions	8
	discussions about university politics	4		
respondents who did not attend an orientation camp in 1975	social	35	formal organization of time	16
	discussions on all aspects of university life	30	political indoctrination	12
	sport and recreation	25	excessive drinking	12
	academic guidance and study skills	10	'pot' smoking sessions	12
	lectures by resource persons	8	sport (organized)	8
	free time	10	encounter groups	4
	creative	6	discussions	2
	staff-student seminars	6	organized recreation	2
	encounter groups	1		
	careers guidance	1		
	seminars of students in same faculties	1		
	discussions on political issues of university	1		

The most desirable location for an orientation camp site has often been discussed on this campus and a question was formulated to obtain these students' reactions to this notion. Table 7 describes the overall opinion expressed by the respondents and the variations between the three groups regarding the ideal location for camps. As a total group, these students were in favour of conducting orientation camps at a distance significantly removed from Flinders University. The respondents who had not attended a camp were slightly more inclined to hold camps on campus, whilst those who had attended an orientation camp, particularly those who had been located at Macclesfield, were strongly in favour of a camp site which would be a significant distance away from campus.

TABLE 7 SUGGESTED LOCATION FOR ORIENTATION CAMPS

LOCATION	NIOKA RESPONDENTS	MACCLESFIELD RESPONDENTS	OTHER RESPONDENTS	
	%	%	%	TOTAL %
Close to Flinders	20	8	16	44
A significant distance away from Flinders	48	72	29	149
On campus	20	12	33	65
Both on and off campus	0	8	3	11
Location not regarded as important	12	0	12	24
Not answered	0	0	7	7
TOTAL	100	100	100	100

Respondents were requested to express their attitudes towards the introduction of an alternative to the existing orientation camp approach. It was felt that if students were dissatisfied with the use of such camps as an initial introduction to the university environment their response would be to express the desire for an alternative. The majority of the respondents indicated that they felt uncertain about the introduction of any alternative. There were more who were against the use of an alternative than there were in favour of this. Where these students had expressed a willingness to introduce an alternative, or uncertainty, they were requested to describe their reasons for this.

Tables 8a and 8b delineate these responses. It is immediately apparent that the respondents are dissatisfied with the existing lack of a viable system of introduction to the university, a lack which cannot be compensated for by a few days spent in the orientation camp situation. 62% of these students expressed the desire for a programme designed to facilitate individual adjustment to the university environment, and such a programme was envisaged by them as encompassing, at least, the first term of the academic year. Most of these respondents pointed out that any problems encountered in adapting to university life could not be anticipated before the academic year had begun. They also noted that such problems could be met most efficiently when they arose, and again, the need for a continuous and long-term programme was described as essential to the management of such difficulties.

The other reasons given for desiring an alternative method to the orientation camp indicate that these students attached importance to the potential value of other resources on this campus capable of facilitating the orientation process. These include academic staff members, senior students, Union staff members, counsellors, organized on-campus groups and existing information centres. In other words, a much greater use of all of the available resource persons on this campus participating in a far more extensive and comprehensive programme of orientation was felt to be necessary.

TABLE 8a SHOULD THERE BE AN ALTERNATIVE TO THE ORIENTATION CAMP?

	YES	NO	UNCERTAIN	NOT ANSWERED	TOTAL
	%	%	%	%	%
Nioka respondents	12	28	56	4	100
Macclesfield respondents	16	40	40	4	100
Other respondents	31	11	47	11	100
TOTAL	59	79	143	19	300

TABLE 8b REASONS EXPRESSED FOR DESIRING AN ALTERNATIVE METHOD

	REASONS	%
1)	a total introduction to all aspects of university is needed and this would have to encompass, at least, first term as Orientation Week is too soon to anticipate any adjustment difficulties	62
2)	orientation should begin during Matriculation	12
3)	regularly organized social activities are needed on campus	8
4)	regular weekend camps are needed	8
5)	personal counselling should be part of orientation activities	6
6)	clubs and societies should be used more widely	4
7)	greater use should be made of academic advisers within faculties	4
8)	senior students and new students should meet on a regular basis	4
9)	an information centre can cope with orientation needs	4
10)	specialized guidance is needed for Mature Entry students	4
11)	specialized guidance is needed for part-time students	4
	TOTAL	100

B. The main difficulties experienced by these respondents in adjusting to university life and their suggestions for overcoming these

Respondents were asked to list the main adjustments which they felt they had been required to effect during the course of the first academic term. It will be noted from Table 9 that the major difficulty in the transition experiences of these students concerned their inability to organize an efficient method of study. Respondents remarked consistently that being responsible only to themselves for their academic efforts, had required them to develop new approaches to organizing their hours of study, and in most instances, this had entailed the learning of new study skills.

Personal-social adjustments were described as another area of major concern. Being responsible to oneself, and being with a range of new and different people in a new environment had brought for many of these students, feelings of alienation which were heightened by the perceived impersonality of this campus. As one person remarked - "No-one knows I'm here yet!"

Another area, related to the two described above, concerned the difficulty experienced by new students in ascertaining academic staff's expectations of students - as one respondent noted, "When do you know if you are being seen as a pupil or a person?". Many respondents expressed considerable ambivalence regarding the way in which staff members should be approached - these students felt reluctant to outline any academic problems to tutors or lecturers as this seemed to conflict with the notion of students being self-sufficient and independent beings. Maintaining a balance between dependency on staff as teachers and responsibility for oneself was expressed as being very difficult to achieve.

Table 9 describes a range of adjustment difficulties which can be seen to emanate largely from the newly-acquired status of being self-responsible. How should these adjustments be eased? Table 10 depicts these respondents' ideas regarding this. A number of approaches were suggested and all are of merit. What is obvious, is that no single approach, such as Orientation Week, will accommodate the range of these transition needs. It is equally unrealistic to expect such specific attempts to accomplish this. An extensive programme providing a series of interrelated, need-specific programmes is necessary. In this sense, the orientation camp can serve one useful role, mainly in the area of meeting social needs.

TABLE 9 MAIN ADJUSTMENTS TO FIRST YEAR AT UNIVERSITY

a) NIOKA RESPONDENTS	%
1. organization of study patterns; learning study skills	88
2. coping with feelings of alienation due to perceived impersonality of campus	24
3. meeting new and different people ; forming new friendships	20
4. being independent and responsible for oneself	16
5. ascertaining academic staff's expectations of students	16
6. none	16
7. discovering available on-campus facilities	12
8. coping with new financial difficulties - especially with T.E.A.S. scheme	12
9. living away from home; providing own accommodation	12
10. personal change and development, especially heightening self-awareness	8
11. re-thinking moral, educational and personal values	8

b) MACCLESFIELD RESPONDENTS	%
1. organization of study patters; learning study skills	48
2. coping with feelings of alienation due to campus' impersonality	28
3. coping with new financial situation - especially with T.E.A.S. scheme	20
4. ascertaining academic staff's expectations of students	16
5. meeting new and different people; forming new friendships	16
6. being independent and responsible for oneself	12
7. making independent judgement about Flinders' political issues	12
8. discovering available on-campus facilities	8
9. re-thinking moral, educational and personal values	8
10. personal change and development; heightened self-awareness	4
11. none	0

c) RESPONDENTS WHO HAD NOT ATTENDED AN ORIENTATION CAMP	%
1. organization of study patterns, learning study skills	48
2. balancing personal with academic commitments	23
3. ascertaining academic staff's expectations of students	22
4. meeting new and different people; forming new friendships	20
5. being independent and responsible for oneself	19
6. coping with feelings of alienation due to campus' impersonality	17
7. transport difficulties	11
8. coping with new financial situation	9
9. change in general life-style	8
10. none	5
11. living away from home; providing own accommodation	4
12. personal change and development; heightened self-awareness	4
13. improving concentration skills and reading speed	4
14. re-thinking of moral, educational and personal values	4
15. coping with tension	2
16. not answered	2

TABLE 10 SUGGESTED SPECIFIC MEANS OF ASSISTING ADJUSTMENTS TO UNIVERSITY

a)	NIOKA RESPONDENTS	%
1.	begin orientation process during late high school	12
2.	wider use of the Counselling Service	12
3.	operate camps designed to provide study skills and course information	4
4.	seminars with older students	4
5.	more orientation publications	4
6.	closer and more frequent contact with staff	4
7.	wider use of clubs and societies	4

b)	RESPONDENTS WHO HAD NOT ATTENDED AN ORIENTATION CAMP	%
1.	meeting a wide range of students	17
2.	provision of study skills guidance	10
3.	closer and more frequent contact with staff	6
4.	provision of specialized orientation programme for mature entrants	5
5.	seminars with older students	4
6.	begin orientation process during high school	4
7.	longer period of orientation - first term duration	4
8.	wider use of clubs and societies	3
9.	wider use of Counselling Service	2
10.	increased information about on-campus facilities	2
11.	financial and accommodation guidance	2

c)	MACCLESFIELD RESPONDENTS	%
1.	closer and more frequent contact with academic staff	20
2.	camps designed to provide academic guidance	12
3.	begin orientation process during high school	12
4.	wider use of Counselling Service	4
5.	more orientation publications	4
6.	more contact with older students	4
7.	wider use of clubs and societies	

CONCLUSIONS

These respondents have expressed a desire for the introduction of an orientation programme which can assist new students in overcoming difficulties of transition, as these arise. Orientation camps have been described as an important and necessary part of such a programme, but the need for a more extensive approach to overcoming transition problems was stressed.

A summary of comments expressed in relation to the 1975 orientation camps

The evaluations made by respondents regarding orientation camps yielded the following main areas of consensus -

1. camps should provide the opportunity for new students to form friendships and acquaintances.
2. camps should be planned in such a way as to provide cohesive and structured activities without destroying spontaneity and individual freedom.
3. the provision of open discussion is essential to permit individual exploration of a range of ideologies, but there should be no inherent bias in any information presented to new students.
4. the opportunity to relax before the commencement of studies is important in planning the activities of an orientation camp.
5. camps represent a means of distributing information about the academic and non-academic aspects of university life.

Recommendations

It is recommended that a two-part programme of orientation be considered. This would begin in the week prior to first term and would continue, at least, to the end of that term, but preferably through to the end-of-year examination period.

The first section of such a programme could involve orientation camps for all interested first year students, together with a series of organized workshops or seminars providing information about the range of courses, facilities and other relevant aspects of this university. This part of the programme would continue throughout Orientation Week. An indication of some of the problems related to the individual's adaptation to the above areas of concern would then be made apparent. Such workshops should involve older students, academic staff, student services' staff members and any other resource persons who could contribute to an orientation programme.

It is envisaged that the second section of this programme would involve new students in fortnightly or monthly discussion groups, the main purpose of which would be to allow these students the opportunity to discuss their adjustment difficulties, as these arise. This would continue throughout the academic term.

Many respondents in this study have pointed out that Orientation Week was too early for them to have anticipated the problems which they subsequently encountered in adjusting to the demands of university life. Furthermore, these students also noted that any efforts made towards coping with transition difficulties were more effective if executed while such problems were being experienced, rather than through any anticipated course of action. In other words, it is not sufficient to heighten new students' awareness of the transition process and its potential difficulties. It is imperative that a programme be provided to meet such difficulties whilst they are being experienced. The quotation which preceded this report summarizes this notion of orientation procedures.

A study conducted by Beasley (1974) at Flinders University supported the opinions expressed by the respondents involved in the present investigation. Beasley's study involved students in their first year at this university who had expressed their willingness to participate in regular, lunch-hour discussion groups. In these sessions, students expressed and discussed the adjustment difficulties which they were experiencing. Such problems were markedly similar to those described by the respondents involved in this writer's study.

At the end of the academic year, Beasley compared the obtained academic grades of the students who had participated in the programme of seminars with those of a control group who had not been involved. The former group was found to have gained significantly more credit

and distinction standards than their counterparts in the control situation. Using this criterion, together with the positive evaluations made by the participants of the value of such groups, Beasley concluded that the programme had been successful in easing the difficulties experienced by these students in adapting to university.

The incorporation of a programme of this nature into the activities of each academic term is recommended. Discussion groups would not need to be confined in their composition to new students, but could also involve older students, staff members and any other persons willing to contribute to and participate in such discussions. In addition, some of the suggestions provided by the respondents in the present study should be considered for incorporation into an orientation programme. These include:

- increased contact between new students and academic staff,
- improved communication of information regarding existing facilities on campus, (specifically, the establishment of a Contact centre)
- specialized guidance regarding accommodation and financial matters (in particular, in relation to the Tertiary Education Allowance Scheme),
- a co-curricular course providing assistance in the specific area of study skills,
- increased attention to the unique needs of Mature Entry Students and part-time students.

Ideally, orientation procedures should commence during the late years of secondary schooling. However, as this study sought to obtain an evaluation of orientation programmes related to this campus, observations made in the present report have concentrated on the transition process concerning students at this university. Without any comprehensive orientation programme beginning at the secondary school level, the choice remaining is that of improving on campus efforts. However, this does not deny that there is a need for increased attempts at orientation during the secondary school period. Equally, it is not reasonable to shirk any responsibility at the university level by claiming that the orientation process should begin prior to university entrance. It is possible, at least, to employ our existing resources in order to initiate a viable programme as soon as possible.

It is difficult to dispute the need to improve existing orientation programmes because to do so, it would be necessary to establish that an appropriate programme does exist. In light of the responses obtained from this study, it is questionable that we have even begun.